Virginia / Support for School Improvement (SSI)

Indicator Report - District Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

IA01	The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)
IA02	The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)
IA03	The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)
IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (4)
IA05	The district contracts with external service providers for key services in restructured schools. (5)
IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)
IA07	The district sets district, school, and student subgroup achievement targets. (7)
IA08	The school board and superintendent present a unified vision for school improvement. (8)
IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)
IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10)
IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)
IA12	The district intervenes early when a school is not making adequate progress. (12)
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13)
IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement - Taking the change process into account

IB01	The district operates with district-level and school-level improvement teams. (16)
IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)
IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (18)
IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (19)

IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (20)
IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (21)
IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (22)
IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)
IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)
IB10	In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)
IB11	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (26)
IB12	The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)

District Context and Support for School Improvement - Clarifying district-school expectations

IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)
IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)
IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (30)
IC04	District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)
IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (33)
IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)
IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
ID02	All teams have written statements of purpose and by-laws for their operation. (37)
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

August 23, 2011